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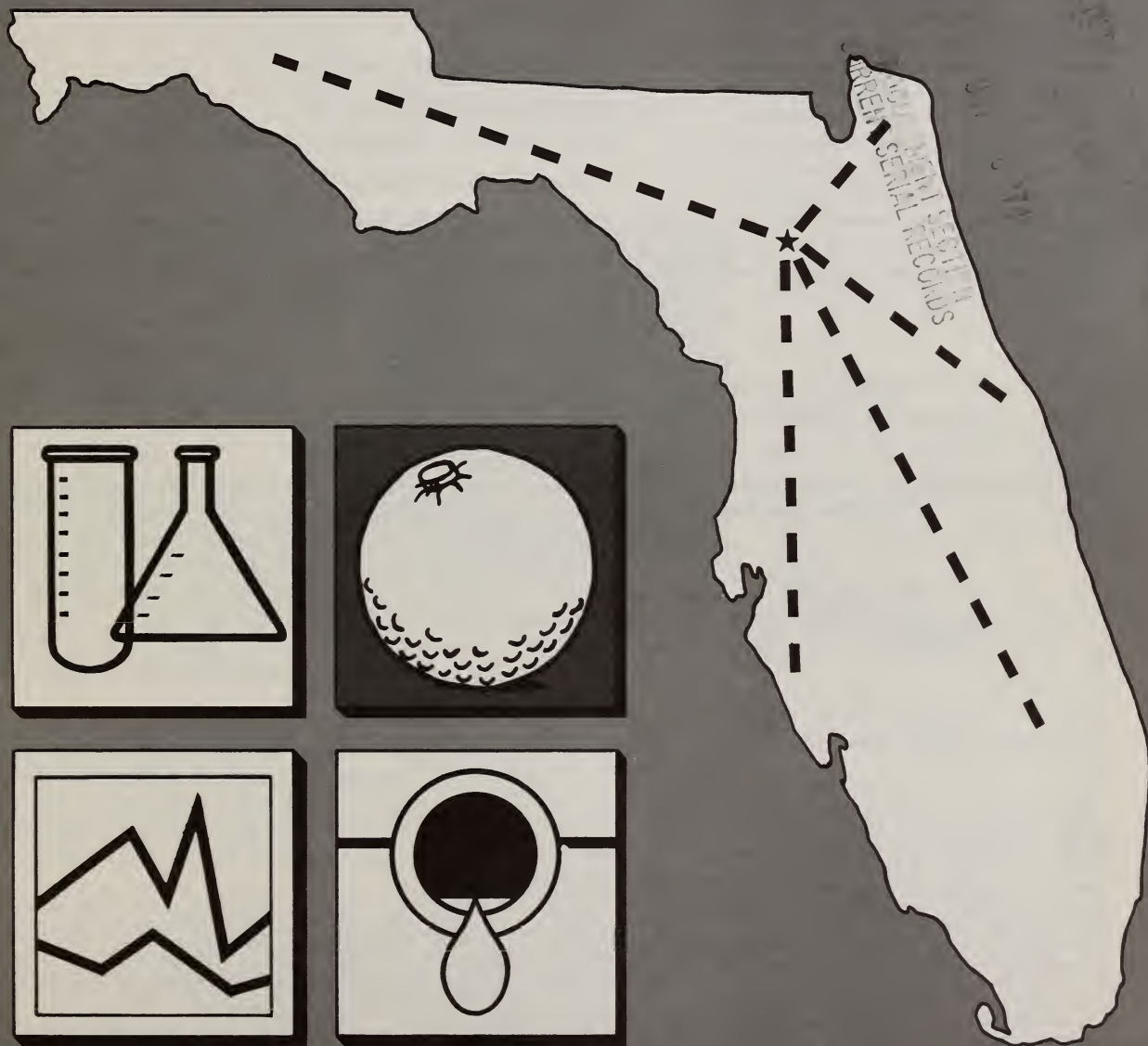
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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * SEPTEMBER-OCTOBER 1973



RESEARCH TO
CITRUS GROWERS—page 4

REVIEW

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ

Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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The eye of the beholder

Because it is so many-faceted, both in scope and technique, Extension work is like the elephant being explored by the blind men. The public's conception of it depends on which segment they come in contact with. Someone observing only the Georgia rural development work described in this issue probably would have a very different image of Extension than one who saw only the Florida program that also is described here. These programs represent both ends of the spectrum of Extension work—from the simplest to the most sophisticated.

Significant progress has come to Liberty County, Georgia, as a result of the basic, person-to-person work of one county agent. Rural development is making steady gains as he travels around the county making one-to-one contacts with people from all walks of life. This is a technique that is as old as the Extension Service, but examples like this one prove regularly that for many situations it still is the best way.

At the other extreme is Florida's concerted effort to get research results out to citrus producers as rapidly as possible. Theirs is a complete, packaged, multi-media program which uses a variety of Extension methods and coordinates them statewide. Results indicate that this, too, is the right technique in the right situation.

Regardless of the means being used in our educational programs, the end product is progress for people. When that is evident, as it is in these two very different examples, the overall image of Extension will be good, regardless of how the individual pieces are perceived.—MAW

Evaluating nutrition teaching

by
Daniel E. Lindsey
*Assistant State Leader
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University of Minnesota*

How does one measure Extension programs to determine educational growth, particularly among program clientele who do not respond well to written examinations?

For want of a better means of measurement, most of us have used our observations, the "numbers game," and the feelings and perceptions of others to measure the success or failure of our programs.

The planning staff for a recent Nutrition Day Camp in Minnesota was determined to plan an evaluation process that could measure, to some degree of validity, the written objectives of the camp.

The camp was planned for low-income inner-city youth from 8 to 10 years of age. Major objectives were:

- to help the youth understand the relationship of plants and animals to the food they eat, and

- to help them increase their knowledge about nutrition.

Since these children were likely to have difficulty with any type of written examination, it was essential to plan a testing instrument which would be fun to take and yet would yield data for program evaluation.

A simple 12-key electrical wiring board that could be programed for any subject was the answer. The child merely matched questions and answers by touching the correct keys and thus completing an electrical circuit which activated a small light.

The next problem was to write a program for the testing board which would provide a measurement of the camp objectives. Two programs were designed—one on the relationship of plants and animals to food, and the other on nutrition. Each incorporated pictures as well as words.

A pretest with a group of 8- and 9-year-olds determined that the device was fun to use and that the level of understanding was within bounds.



A nutrition program assistant helps a camper complete a simple 15-minute test of his knowledge, with the help of a programed electrical testing board.

Food and nutrition program assistants were trained to give the test, which they administered through individual interviews lasting about 15 minutes.

The test was administered to a random sampling of youth immediately upon their arrival at camp and to the same individuals at the conclusion of the fifth day.

A check group also was selected at random and tested just once at the end of the camp. This was an attempt to determine if learning occurred as a result of the camp program or from the test device itself.

From a total of 333 campers attending the two sessions, 53 participated in the evaluation. The evaluation showed that:

- Participants increased their knowledge about the relationship of plants and animals to the food they eat by 13.33 percent and increased their knowledge about nutrition by 17.33 percent.

- There was no significant difference between the knowledge level of children attending the first week's camp and those attending the second week. The first week's group learned more about relationships; the second week's learned more about nutrition.

- Nine-year-olds gained the most knowledge.

- Boys gained more knowledge than girls did.

The program's educational level, which had been planned for the median age of nine, was apparently correct. The youth did have problems reading and understanding, but they enjoyed taking the test.

The check group involved another 25 children. Their scores on each test were significantly higher than the first test of the study group, and slightly lower than the scores of the second test of the study group. This indicates that the study group learned primarily from the program, but that the test device also contributed to the learning process.

Since this was a pilot effort, it may not be statistically valid to apply the resulting data to other programs. The results do indicate, however, that the testing technique was appropriate to the clientele and that the program content was on the right track.

A major evaluation procedure is costly in terms of staff and program time. But it does get beyond the usual "seat of the pants" evaluation and can be an important tool in providing better program planning. □

by
L. K. Jackson
F. P. Lawrence
and
T. E. Crocker*
University of Florida

Speeding research to the field

Getting research results put into practice is Extension's job. But how do you quickly make a large segment of an industry aware of the latest available technology and persuade them that adopting it is in their best interests?

The Florida Extension Service faced this challenge with the State's citrus industry. When times were good, the growers paid little attention to improving production practices, and available technology was going unused.

But as prices began to drop, Extension took advantage of growers' increasing receptivity to assistance and launched an organized effort to bring them the latest production technology.

The rapid expansion of the citrus industry in south Florida began after a severe freeze in 1962 brought about high returns from fruit. Now, nearly a million acres of citrus are planted in central and south Florida and the industry is still expanding.

Production in the last 10 years has increased from a low of about 90 million 90-pound boxes to crops of more than 200 million boxes. This rapid crop increase has reduced returns and forced growers to seek methods of cutting costs and increasing yields to operate profitably.

The need to cut production costs was brought to the forefront in 1968 when a citrus conference was held at the University of Florida.

At that time, the industry was in serious financial trouble because of huge crops and subsequent low prices. The goal of the conference was to present an analysis of possible marketing and production adjustments for improving the income position of the citrus industry.

Effective marketing adjustments would have been difficult to achieve and would have required considerable time to initiate. So the conference suggested that the most immediate aid to the grower would be through a lowering of production costs. This, they said, could be accomplished through improved communication between research personnel and growers.

Many cost-cutting methods were readily available, since growers were

not taking advantage of current technology. During seasons of good returns, they had been using luxuriant production programs.

Research scientists with the University of Florida's Institute of Food and Agricultural Sciences (IFAS) had developed ways to produce a box of citrus in a good grove for less than 50 cents. But many growers had production costs of nearly twice that figure.

Extension specialists in the Department of Fruit Crops were faced with the challenge of trying to improve growers' income through the wide use of research-proven production practices. Their solution was a comprehensive program for economical citrus production.

The Florida Program for Economical Citrus Production was developed with the cooperation of IFAS research faculty and the USDA Horticultural Field Station in Orlando.

The Extension fruit crops specialists subdivided the broad field of citrus production into irrigation, fertilization, pruning, pest control, weed control, fruiting problems, rejuvenation, and recordkeeping. Each specialist assumed the responsibility for preparing one or more sections of the production program.

The sections were prepared in conjunction with appropriate research workers and were reviewed and approved by the researcher prior to publication.

**Mr. Jackson is Assistant Extension Citriculturist, Mr. Lawrence is Assistant Professor, and Mr. Crocker is Professor, Department of Fruit Crops.*



Each section consists of a documented literature review; current recommendations for each production practice; a bibliography; a section of tables, charts, and graphs demonstrating important points; and a set of color slides of each of the tables and charts.

Each citrus-producing county received a complete copy of the Florida Program for Economical Citrus Production, which consists of a compilation of all eight sections.

Since Extension and research faculties have jointly prepared the material in the program and all Extension agents in the field have the program at hand, recommendations are harmonious and without conflict. The program is continually updated by Extension specialists as new research information is made available by the appropriate research scientist.

Minor changes in the program are made routinely and mailed immediately to Extension agents in the field

for inclusion in their copy of the program. Major changes are handled in a similar manner but are followed by a training session of county personnel with the appropriate research and Extension faculty.

The training sessions also benefit State specialists and research workers through the feedback of problems from county Extension agents. The agents are quick to note any shortcomings or errors in the program and serve as a screening committee prior to public release of the material.

The irrigation section of the program, for example, contains:

—six pages of condensed, research-documented facts and recommendations derived from this research,

—a one-page summary of pertinent points,

—a list of references which allows the user to refer to the original source for further details,

—tables, charts, and graphs illustrating important points in the text, and

—color slides, placed in a transparent vinyl holder for ready reference and protection.

Other sections of the production guide are prepared in a similar fashion and the material is assembled into a comprehensive document.

An intensive weeklong training school is held each year for Extension agents from citrus-producing counties. At these schools agents are trained in the various facets of the Florida Program for Economical Citrus Production.

Extension specialists and research workers explain the research and resulting recommendations. Agents are then given guidelines for use of the program in the county.

At certain times of the year, all Extension personnel concerned with citrus conduct intensive programs on the same topics, using the material contained in the program. During the month of May, for example, fertilization might be emphasized. During that month, Extension agents throughout the State would hold meetings on fertilizer practices, send out special

newsletters, prepare news releases, and give recommendations on their local radio and TV programs.

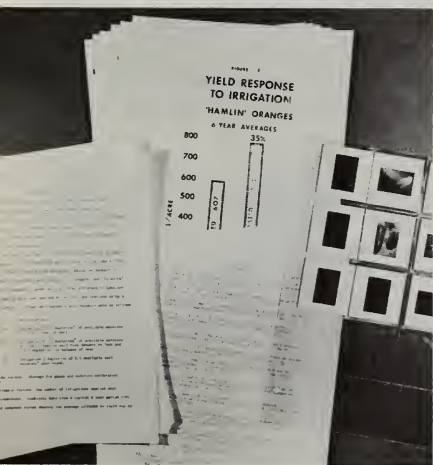
Concurrently, information would be released to newspapers and industry magazines on the subject from the State office in Gainesville.

Research personnel are informed of the point of emphasis for the month and may be asked to help prepare news articles, appear at schools and clinics, or be on radio and TV programs.

This intensive saturation method is believed to be the best approach because of the size of the citrus industry. With more than 20,000 citrus grove owners in Florida, wide coverage in every available medium is needed to reach the desired individuals.

All approaches must be taken during the same time period to be effective. It appears that this united approach to a citrus production program greatly aids its adoption by growers, thereby helping to lower the cost of citrus production in the State. It also has promoted a healthy, cooperative relationship among research, teaching, and Extension faculty. And it reduces the time lag between problem-solving by research and acceptance of the information as a commercial practice.

The progress and effectiveness of the Florida Program for Economical Citrus Production are currently being studied. Surveys are being taken at grove meetings and analyzed by computer. These studies, when complete, will help Extension workers at both the State and county levels to increase their effectiveness. □



The irrigation material, above, is an example of the comprehensive production information contained in the packets of printed and visual material agents receive on each phase of citrus growing. This material is supplemented by other methods, such as field training, left.

by
Joe Kurtz
*Extension Information Specialist
University of Kentucky*

Small farmers need personal contacts

The formula is not really complicated. It simply combines a large amount of personal contact and some of the demonstration techniques which were popular in Extension work 30 years ago.

Such is the approach being used to bring Extension assistance and help from other agencies to black families living on small farms in the southern part of Trigg County, Kentucky.

Extension programs geared to larger and more commercialized farms had not been effective in reaching these rural families. So, in 1968 representatives of the University of Kentucky Cooperative Extension Service and the Tennessee Valley Authority (TVA) agreed to carry out a special project with a selected group of black families on small farms (averaging 50 to 60 acres) in southern Trigg County.

Granville King, a black area 4-H agent, came in to serve as coordinator of the project. "He provided the key that unlocked our effort," said Keith Venable, Trigg County Extension agent for agriculture who played a major role in setting up the project.

King devoted a large amount of time to making personal visits with the families in the project area. In his early visits, he found a feeling of mistrust among some of the people he visited.

"Some accepted and trusted Extension workers more easily than others," he pointed out. "The feeling was strong in the minds of some that no one really cared about them and their situation."

While explaining the project and its

benefits to the families, King also spent a lot of time listening. "We wanted to give the people plenty of opportunity to talk about the things which concerned them," he explained.

"To develop trust and respect, we had to be sensitive to their needs. In a project like this, you don't turn people off just because they don't have the attitude you want them to have."

Another of King's main objectives in his early visits was to recognize potential leaders. After many of the families living in the area were contacted and some of the leaders were identified, they were asked to help plan a community-wide meeting for all families.

Most of the families had close ties

with one or more of the several small churches in the area. The first meeting took place at one of these churches, the Corinth Community Church, in October 1968.

"We tried to make the leaders, and especially the people, feel that any program action in which we got involved would include their ideas," said King.

"We provided a framework in keeping with Extension capabilities—youth development, home economics, and agriculture—a total family approach."

The agricultural program emphasized crop demonstrations, because almost every farmer was engaged in crop production. The crops included burley tobacco, dark fired tobacco, corn, and pasture. Tobacco received the most attention because it represented the main source of income for families in the community.

Area Extension Agronomist Charles Wyatt coordinated efforts with TVA to supply fertilizer for crop and garden demonstrations. In addition, local businesses contributed seed and chemicals.

Venable and King helped select the best crop sites, had soil samples tested,



Pete G. Thomas, Jr., left, agricultural aide with the Trigg County Extension Service, discusses tobacco production with Claudius Greenwade, a Trigg County farmer who has been growing tobacco since 1910.

made fertilizer and lime recommendations, and helped get the needed lime.

"We helped farmers pick up and spread their fertilizer properly," said King. "We assisted in seed selection and advised on planting methods, cultural practices, insect and disease control methods, harvesting, and preparation for marketing.

"We saw every farmer two or three times a month—sometimes more often—and spent 1 to 2 hours per visit."

The program in home economics included community-wide basic sewing classes, and also home gardening and food preservation training. County Home Economics Agent Elaine Clift arranged meetings and involved 16 families in sewing classes.

Each family was encouraged to grow a home garden based on the needs of the family. Fertilizer was provided to families agreeing to become involved in growing a family garden.

With the establishment of the Expanded Food and Nutrition Education Program in Kentucky in 1969, a young woman in the community, Jossie Bridges, was hired as an Extension assistant to work with families in the South Trigg project area. She was introduced to leaders and began to make extensive visits in the homes.

The youth program centered on the organization of a community 4-H Club. It began with 12 members, and most of them completed projects and turned in project record books the first year. Club members also established demonstration plots for gardens, tobacco, and corn.

Many Government agencies became involved in the South Trigg project. "We have always had good rapport with other agencies," said County Agent Venable. "The Farmers Home Administration, Soil Conservation Service, Agricultural Stabilization and Conservation Service, Office of Economic Opportunity, Social Security, and the Economic Security Office all helped early in the project and have continued to be involved."

The TVA demonstration fertilizer program has continued every year

since 1969. A TVA discount certificate is supplied for fertilizer needed as shown by a soil test sheet, and is an important economic incentive, according to Venable.

King is no longer working with the project, having moved to Lexington to become a State program specialist in 4-H. A progressive young farmer in the South Trigg community, Pete G. Thomas, Jr., was hired in 1972 as an Extension agricultural aide in the county. Venable credits Thomas with playing an important role in maintaining close personal contacts with farmers in the project area and helping to make up for the loss of King.

Yields of burley and dark fired tobacco on farms in the project showed significant increases in 1969, the first year of the project, and have continued to increase.

Most farmers say they have produced some of their best crops since the project was initiated. For instance, Harry Wilson credits the increased use of fertilizer with boosting his corn yield average 25 bushels per acre.

New County 4-H Agent Randy Newton calls the 4-H Club "one of the best-run clubs in the county." Members have participated in county and area rallies, dress revues, camps, and the State 4-H Congress. They also organized, planned, and raised most of the finances for an educational trip to St. Louis, Missouri, last year.

The home garden program has been one of the most successful aspects of the project. A community-wide garden tour is held every summer, with as many as 75 people participating.

"When the garden program started, very few families recognized the economic or nutritional value of a good garden," said Venable. "Now we almost have to draw straws to select gardens for touring. Everyone is proud of his garden."

SCS personnel say the number of farmers in the project area carrying out soil conservation practices is encouraging and has increased over prior years. ASCS office records show increased participation of families in

programs administered through their office.

Some older farmers have been made aware of their eligibility for Social Security. Three new homes have been built with the help of FHA loans and there has been one loan for home improvement.

Three community-wide events are held each year—the garden tour, a farm tour, and a fall harvest festival. The tours give the people a chance to show how well they have done with their crops and gardens and demonstrate the value of fertilizer and improved production practices. They also help promote community pride and unity. The tours always end with a barbeque lunch at one of the farms.

The fall harvest festival, which takes place at one of the churches, is the highlight of the year for the project. Farmers bring samples of their crops, and women display food products. The events and progress of the past year provide the topic for conversation.

"They are very religious people and are very appreciative of their crops and the gains they have made," says Venable.

The work of the community leaders has been important in making the project succeed. One of the most enthusiastic leaders is the Reverend Prather Thacker, a farmer and a minister for one of the churches in the community. He encourages other farmers to attend meetings and takes an active role in planning and helping with the tours.

Another early supporter, Mrs. Virginia Rogers, serves as the 4-H Club leader and is active in homemaker activities.

Dennis Goodman, a former 4-H agent in Trigg County who is now on the State 4-H staff, calls his work with the project "one of the most rewarding experiences of my life."

And he shares a feeling which is common to all the Extension workers involved with the project: "More projects like this should be started all over the country." □

Missouri's 'Teen Teachers'

by

Jim Sawyer

*Area Extension Youth Specialist
University of Missouri*

The air is filled with enthusiastic shouts in a city park in Nixa, a small community nestled in the Ozarks of southwest Missouri, as two peppy teenagers lead a group of 20 younger girls in a cheerleading exercise.

In another town, in the community building on the square, a teenage girl works through the basics of ballet with 15 young girls.

In still another community, a teenage boy teaches a course in model car construction to a group of boys from predominantly disadvantaged families.

All of these teenage "teachers" are working toward their Teen Teacher Diplomas issued through the University of Missouri Extension Youth Programs.

Area Youth Specialist Jim Sawyer saw that many southwest Missouri teenagers were idle in the summer of 1970. Most were talented in one way or another, but never had been involved in a leadership training program.

He knew that younger youth looked up to teenagers somewhat idealistically and that the involvement of younger youth with teenagers in a wholesome educational youth development program would be a worthwhile objective. It would provide leadership experiences for the teenagers and at the same time provide opportunities for fun and learning for the younger children.



His solution was the invention of the Teen Teacher Program, a "trial balloon" which has now completed three summers in the 10-county Lakes Country Area of southwest Missouri.

The Teen Teacher Program focuses on practical experiences. It is for all teenagers, regardless of career choice. But its value to a teenager bound for a career requiring group leadership cannot be denied.

Brochures describing the program were handed out at schools and sent to civic clubs, churches, and other youth-serving organizations. Additionally,

these were left in libraries and offices.

Sawyer recruited the Teen Teachers primarily through schools, giving talks during class meetings and assemblies.

The summer of 1971 saw teenagers teaching in such areas as baton twirling, softball, baseball, ecology, cheerleading, model car building, food preparation, sewing, first aid, forestry, money management, dog training, ballet and tap dancing.

They also held classes in arts and crafts, babysitting, poisonous plant and tree identification, personal care, embroidery, music appreciation,

Below, teen teacher Mary Anne Laurence helps youths make puppets during a summer recreation program in a St. Louis suburb. At left, Wenda Magee, another teen teacher, demonstrates the art of candlemaking to her class of younger children.



camping, science, flower arrangement, and gardening, as well as helping with Vacation Bible School activities.

The 1971 Teen Teacher Program grew beyond expectations, considering the limited population of the two counties where it was launched.

The combined total population of Christian and Webster Counties is less than 30,000, with a total youth population of 5,500. Yet more than 100 young people expressed an interest in becoming Teen Teachers. Of this number, about 30 filed their initial plans and followed through to completion.

Their combined pupils numbered over 300, which is 6 percent of the youth in the two counties.

The Teen Teacher Program requires the teenagers to develop plans of action listing the subjects they are going to teach, how they are going to recruit pupils, and an outline of their lessons. Six lessons are required, although most teach more.

If a Teen Teacher applicant wants to teach an academic subject, such as reading or math, he must have a certified teacher help formulate objectives and make lesson plans.

Each enrollee receives a Teen Teacher Manual to help with such things as pupil recruitment techniques. They also receive a comprehensive leadership training guide which answers many questions about such things as pupil motivation.

When the teenager finishes his plan of action, a copy is sent to the University Extension Center in his county for approval. When it is returned approved, the teenager begins his lessons. The "filing" of the plan gives the needed leverage to spot dangerous adventures and to eliminate them.

The University has printed materials available on various youth projects, but the Teen Teachers are not required to use them. They are encouraged to put into practice a talent, skill, or ability they have already developed.

Most Teen Teachers teach their classes in their homes or elsewhere in their own neighborhood. The classes usually are held once a week for 6 weeks.

Some teenagers work with youth groups in camps and other situations where the six lessons are finished within 1 week. The teenager plans the frequency of the lessons and the time periods.

After each lesson, a report is sent to the county Extension Center. The report tells the time and location of the next meeting, the number attending the last session, and what was covered.

This provides information to send to newspapers and to give to people who want to enroll their children in a class.

The teenagers are supplied with lesson plan sheets to help them with advance planning.

After the teenager completes the required six lessons, he applies for the Teen Teacher Diploma. The application is a summary of the experience

and a questionnaire asking whether or not he would be willing to teach again or help train other teen teachers.

After the application is received and reviewed, the teen teacher receives a diploma stating that he has taught a youth course and had basic leadership training.

A verification record is sent to his high school for entry into his permanent records under out-of-school activities.

Leadership training for the Teen Teachers, offered through the University of Missouri Extension Division, helps them develop an understanding of boys and girls 8-12 years of age. Also covered is an understanding of leadership, how to develop a helping relationship, and how to communicate effectively.

The Teen Teacher Program is now offered in each county of the Lakes Country Area and also in other areas of the State.

It was administered in urban St. Louis and the surrounding area for the first time in 1973, under the leadership of Dawn Porchey, educational assistant-youth.

One St. Louis school let some of the Teen Teachers use the school library facilities during the summer. As a result, summer library participation nearly doubled.

Teen Teacher activities there included a story hour, puppet making, and candle making.

Ms. Porchey says her Teen Teachers gained valuable learning experiences while helping younger children keep busy in areas where there were limited summer recreation programs.

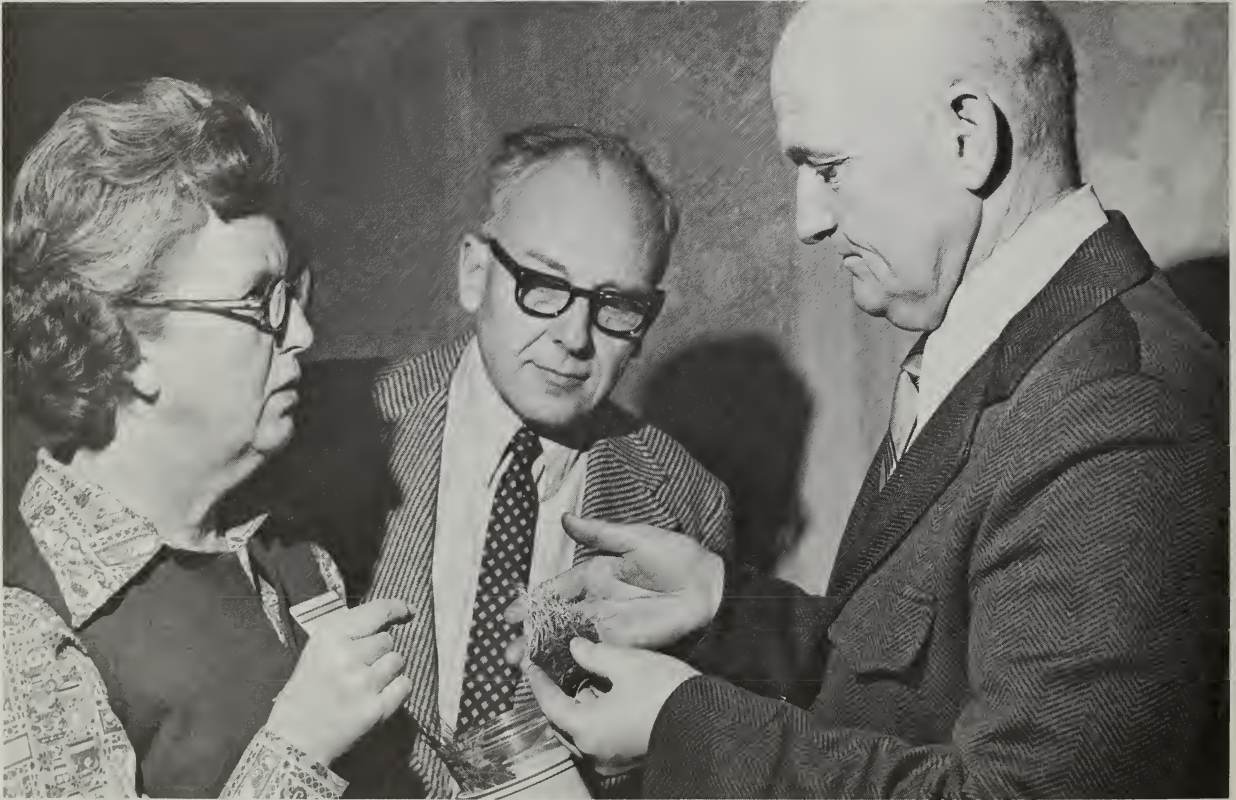
Sawyer made presentations about the program in 61 high schools last summer. Radio stations received a series of promotional spots from the University of Missouri, and two television stations used Teen Teacher station break slides.

This was the final year for school assemblies and special promotion, however. "Now," Sawyer says, "it's got to fly on its own."

Judging from the success so far, it should fly well. □

by
Earl J. Otis
*Extension Information Specialist
Washington State University*

Extension gets help from 'Master Gardeners'



Extension Turfgrass Specialist Roy Goss, above right, discusses a common lawn problem with two of Washington's Master Gardeners. At right, Dr. Dave Gibby, left, is interviewed by a Seattle television station during a gardening clinic at a shopping mall.

A master gardener—lower case—might be anyone skilled in the art and science of gardening. A Master Gardener—upper case—is all of that, and more, in the State of Washington.

He or she is public-spirited, specially trained, willing to share knowledge, and a very good friend of Washington State University's county Extension agents and horticulture specialists.

Washington's Master Gardener is a Very Important Person nurtured and now working in many corners of the Puget Sound country in and around Seattle and Tacoma, and in the Spokane area in eastern Washington, where the questions from backyard gardeners and urban homeowners were about to drive Washington State University Extension personnel up the wall.

Part of the problem was the simple frustration of not being able to cover all the bases adequately. The Extension staff had all the skills necessary, as one would expect from people in their positions, but ringing phones and incoming mail left them further behind at the end of the week than they had been on Monday.

Dr. Arlen Davison, Extension plant pathologist at the Western Washington Research and Extension Center, Puyallup, and Dr. Dave Gibby, area

horticulturist in the Seattle-Tacoma region, took initial steps to set up the Master Gardener concept.

The teaching help from other WSU specialists grew quickly to provide the needed training. Their efforts were followed quickly by Extension Horticulture Agent Dave Bosley, in Spokane.

After several months of planning, more than 150 interested citizens were recruited for 54 hours of special study under these WSU people. At the end, a written examination was administered by the State Department of Agriculture.

Students consisted of homemakers, school teachers, commercial applicators, and retired people, including several from the military. It was an especially important move for some in the latter group, who said it had done as much for them as they were doing for it.

"... a renewed interest in life," was the description one retiree gave the program.

In return for their training, the Master Gardeners agree to spend a few hours per week during the growing season in areas of heavy public traffic—such as malls, shopping centers, and public parks.

Their training and basic knowledge worked. They are answering 95 per-

cent of the questions brought to them. For that other 5 percent, they can turn to specialists at the Puyallup Extension Center, or, in other cases, merely flip open a specially prepared booklet of colored pictures and accompanying script. One way or the other, the public is being served.

Dr. Dave Gibby, close to the actual firing line as he tours both the Seattle and Tacoma vicinities, finds the Master Gardener program an excellent means of obtaining radio and television time. The interest is high. Hard news and feature editors, along with the regular gardening programs, welcome him. He takes full advantage of the opportunity.

Earlier in the program's development, a widely read gardening magazine gave substantial space to the idea, with full credit to WSU.

Signs tying the program to WSU and the Cooperative Extension Service have been strategically placed for optimum display in any visual coverage given.

The basic idea of providing free gardening and yard advice has been well enough received that agents elsewhere in the State have started implementing their own Master Gardener program without waiting for official results of this year's pilot program. The conclusions appear obvious. □



by
Barry W. Jones
Rural Development Editor
Georgia Extension Service

Development gets free rein

When people in Liberty County, Georgia, call their local Extension office, they want to know far more than how to keep beetles out of their beans.

Agriculture, home economics, and 4-H work are still very much a part of the Extension program in this coastal county, but leaders here have given free rein to another Extension dimension—Community and Resource Development.

When Liberty Countians call their Extension office, they are likely to pose questions such as, "How can I get a new house built?" "How can I get the road paved in front of my house?" or "What can I do about all this junk sitting in my yard?"

Community and Resource Development is not a new Extension approach, but it is receiving more attention from Georgia Extension agents in counties like Liberty where production agriculture is not the economic mainstay it once was.

Clarence Williams is the agent helping Liberty County residents find the answers to questions on housing, road paving, solid waste, and a myriad of other problems.

Supported by Chairman Jones Peebles and Extension Agent Alfretha Adams, Williams works under a clear mandate from his County Commission.

Two years ago, commissioners charged Williams with responsibility for community and resource development work. They asked him to serve as coordinator for community and industrial progress in the county, and since then he has moved full steam ahead on development projects.

"All my commissioners asked me to do was coordinate with individuals and groups so that we all could work together on projects," Williams said.

"Extension is not in a position to do everything the people need in a county. It takes a lot of different people and a great number of organizations to get things done.

"We're working toward an attitude in Liberty County where any person or group planning a project will feel free to call our office and involve us," Williams emphasized. "We just want to be close enough to the people here so they will want to share their efforts with us.

"We're trying to avoid a community situation where every agency or organization is concerned with getting credit for a certain project. We want everybody involved right from the beginning."

One way Williams has sought to foster this community feeling is to do a great deal of person-to-person work. He spends much of his time talking with people about their problems and digging out what they think solutions might be.

With these personal surveys tucked away as background information, Williams moves toward finding solutions. Sometimes a solution rests with more door-to-door work.

"Often when the county is ready to pave a road, we have trouble getting the right-of-way easements," Williams said. "I find it takes knocking on doors, meeting people in the roadway or out in their fields to tell them face to face they now have a chance to get

their road paved. It's a person-to-person education job.

"Most of them are willing to work with you after you explain the facts to them," Williams continued. "The important thing is that the trust is there.

"When people come to you for help on a community project, you have to commit yourself to fulfilling your end of the bargain. If you do, they will learn to trust you."

Williams enjoys this kind of trust from Liberty County citizens. He's built it over the past 23 years with this person-to-person philosophy.

"Clarence Williams has been a real asset to Liberty County," said County Engineer Leroy Coffey. "I can't think of anything going on in the county that Clarence is not involved with in some way. He helps out in every way he can."

Glenn Bryant, chairman of the Liberty County Commission, is one of the people who has worked alongside Williams and has watched the community's trustful attitude grow.

"We've been working hard at it and discussing it for 5 or 6 years," Bryant said. "Liberty County didn't get this way overnight, and what we've accomplished has taken the efforts of many people."

Williams' trust philosophy often has had to be applied in the direction of the County Commission. One example of this developed when he became active in helping low-income families get new housing.

Most of the land in this coastal area is low. It presents a significant problem for low-income people trying to establish new housing.

"I started asking my county commissioners to have a few loads of soil hauled out to sites where people wanted to build houses," Williams said.

"Soon they were telling me this practice couldn't be continued because of the expense. I sat down with them and asked them to look at the problem from a different angle. I figure that every time we influence someone to



County Agent Clarence Williams keeps his finger on the pulse of what's happening and what's needed in Liberty County. At left, Williams and Extension CRD Specialist Horace Hudson, right, talk with a builder about progress of a construction project.

build a new house, we add to the tax digest."

The commissioners agreed, and now lack of proper soil elevation in Liberty County is not a deterrent to new home construction.

Housing has not been Williams' only successful effort. He has been involved, at least in part, with almost every form of development in the county in recent years.

He has helped carry out Extension cleanup and paintup campaigns. He is active in economic opportunity programs, Coastal Area Planning and Development Commission work, and other service efforts.

These broadbased cooperative community efforts, in Williams' view, have combined to make Liberty County a growth center.

"This working together has caused Liberty to thrive, and we've been relieved of a lot of the problems other communities are having," Williams said.

Working together has brought Liberty such things as a comprehensive high school, a viable industrial authority, and a large industrial park.

The county also has one of the first regional jails in the Nation (serving six counties). And city-county efforts to combat mounting solid waste problems are in high gear.

Clarence Williams at last sees his people moving in their community. He plans to keep it that way. □



One of Clarence Williams' major activities has been to help low-income families get better housing. Here, he visits with homeowner Ed LeCount on the porch of his new brick home.

"For the first time, people began to trust each other."

"We've learned to talk and listen."

The Extension Service's Family Center in Windsor, Vermont, has improved communication among all age groups—so say family members participating in the Center programs. They gather to study specific subjects, such as nutrition and home management, as well as to learn from each other.

A survey in 1966, "A Profile of

Poverty in Southeastern Vermont," showed that the respondents wanted financial and job security, better housing, good health, family stability, and a better education.

The survey showed an alarming lack of information on many existing activities and programs. It noted that outside media were not the most effective means of communication—they should be supplemented by face-to-face contact.

Disadvantaged families in Windsor needed help to solve problems in their home and community life. About 20 percent of the families had an income of less than \$3,000. The high school dropout rate was high; unemployment was widespread.

The families needed encouragement to do something for themselves and achieve satisfactions for successful living in a community. Individuals needed to regain self-confidence, use more community resources, and become more employable. Many of them lacked education and skills and, in general, were unprepared for life.

The county Extension home economist and the supervisor and program leader in home economics visited the town manager to discuss the local situation. What funds were available, they asked, to establish a center to strengthen and enrich family life, improve family health and homemaking skills, raise aspirations, and enable individuals to participate more fully in the community?

Though town officials were aware of the problems, they could offer no



The Family Center has an active program for young mothers and their families. At left, Director Monica Porter gives a young mother the latest nutrition information published by the Vermont Extension Service. Below, a group of the Center's day care youngsters listen to the rules of a game before they start playing.



Vermont project aids families

by
Doris H. Steele
Supervisor and Program Leader
Vermont Extension Service

financial support. But they would welcome Extension's help. The way was clear to move for a center. But how?

A proposal was presented to the U.S. Office of Education for a grant to establish a family center, and the request was approved. On July 1, 1969, the Center started as a Federally funded project, renewable twice on a yearly basis. It was located in a vacant store near the Jarvis Street low-income area of the town.

A feeling of warmth and welcome radiates the moment you step in the door. The placard in the window reads: "The Family Center is the University of Vermont Extension Service reaching out to low-income people, trying to give them the same kind of practical help it has given the American farmer for years."

Furnishings are in keeping with those of the people who frequent the Center. Donations from individuals, churches, and other agencies, and purchases from secondhand stores are in evidence.

The related arts specialist made suggestions for decorating, and all the work was done by volunteers—even passersby stopped to lend a hand. The staff wanted the people to feel it was their Center.

The project staff includes a director and a half-time secretary. Other agencies have staff working with the Center in such areas as basic education, mental health, social welfare, vocational rehabilitation, planned parenthood, legal aid, and alcoholic rehabilitation.

Often a person from an agency is available to meet families at the Center. Programs such as Neighborhood Youth Corps, Family Assistance, Work Study, Duo Program, and Manpower also have assigned workers to the Center.

Local churches and citizens have contributed time and money.

The staff hoped volunteer help would come from the target audience. It has. People in the community want to work at the Family Center, not only because they need financial help, but

also because they desire to belong and help others.

Eight of the staff assigned by other programs to work at the Center are from low-income homes with severe problems. Employment of these people emphasizes their improvement so they not only give more to others, but also receive help in their own permanent job placement.

Work hours include time to learn skills and attend classes, such as Adult Education or Extension training sessions. Sometimes guest speakers discuss such topics as job responsibility, the need for work, community organization, and human relations.

Staff meetings are held weekly to make plans for the coming week and discuss interpersonal problems. Each person reports on his or her activities.

Cooperation and responsibility have mushroomed. The staff has become a close working group whose members trust each other.

The Center staff also has monthly meetings. At this time the State supervisor and program leader of home economics, who supervises the project, and the county Extension home economist and youth agent, who are advisors, meet with the staff members.

A 17-member advisory board, composed of 10 low-income members, one legislator, and six other town citizens, meets every month to learn of the Center's progress and elicit help.

Personal contact has been the most successful means of involving 300 families in the Center programs. In the beginning, home visits acquainted people with the Center and established rapport. Gradually they came. Unstructured programs were especially successful.

Classes have been established, but the individual contact is retained. Everyone from preschoolers to grandparents enjoys learning—sewing, cooking, gardening, budget planning, consumer buying, child development, basic health, and sanitation.

A teenager finds a resource to help him; a homemaker finds encouragement. All this education takes place through formal and informal discus-

sion groups, classes, home and Center visits, newsletters, and tours.

So much has happened in these 3 years. More than 300 families are participating; 10,000 contacts are made annually. An advisory committee helps the families express their needs and problems to local officials.

In one of the basic education classes, 23 men and women enrolled. Some were high school dropouts who have since found employment. Forty boys and girls participated in a carpentry course.

One summer, 11 families had gardens. Children and parents worked together in this project, planting, weeding, harvesting, preserving—and eating.

During the 1973 floods the Center became an evacuation area. The director was unable to reach the Center, but a parent took over and managed 40 people there for two nights. Nothing was broken; no vandalism occurred. Leadership is just waiting to be tapped!

The Governor's Committee on Children and Youth presented a Distinguished Service Citation to the Center. It said, in part, "The Center is a beehive of activity. It fulfills a wide range of needs in young and old. It is a place where the alienation of youth and generation gap are minimized through the interaction of people. . . . The Center and its staff have been instrumental in creating broader understanding and support throughout the citizens of Windsor."

Attitudes toward work and education are improving. People, learning to share, are less lonely. Parents are serving as volunteers and extending the hours the Center can stay open. People are gaining self-confidence and a more positive feeling of self-worth.

Progress, of course, is slow. But more and more men, women, and children are returning to the mainstream of life. The Center's philosophy is to promote the unity of the family instead of its disintegration. By working with all age groups—from tots to seniors—the Center is helping to bridge the generation gap. □



Four H's = Honor

The 4-H program has chalked up nearly 60 years of success, and is still growing and achieving. Like the Cooperative Extension Service which sponsors it, 4-H is based on principles that have been tested repeatedly and found to be sound.

Its pledge emphasizes the elements of life that have helped to build a great Nation.

"I pledge my head to clearer thinking." This is the essence of human achievement. It is one major factor which helps to lift mankind above the remainder of the animal kingdom.

"My heart to greater loyalty." An act of dedication to those things which we consider essential to a strong society.

"My hands to larger service." This is the extension of the individual toward helping others.

"My health to better living." A recognition of the body's role and of the necessity to keep it functioning well.

"For my club, my community, my country." Expansion of the 4-H program idea to more than 80 other countries and the exchange of youth among these countries has prompted 4-H to add *"and my world"* to that part of the pledge.

The culmination of these pledges results in *Honor*. It would be presumptuous for one to pledge to achieve honor as a goal. Honor is bestowed by others and comes to a person as a result of that person's conduct, service, and achievements.

Youth bring honor to themselves by clearer thinking and better living. They help to bring honor to others, and to themselves, by greater loyalty (to parents, friends, teachers, and leaders) and larger service to their local organizations, their communities, their country, and their world.

To 9-year-olds, 4-H is fun and friends. It's also an honor.

To 19-year-olds, with several years of 4-H experience, it's learning to see themselves as individuals, helping others

of their age and younger, and working with adult leaders. That, too, is honorable.

To adult volunteer leaders, 4-H is the joy (and frustration) of sharing knowledge and skills with young people. This brings them honor.

To parents and local businessmen, it's a good organization for young people because they're learning to use their time constructively. It results in honor for the youth and the community.

To industry executives, it is a privilege to see the achievements of youth in 4-H. They feel honored to share their time and their companies' funds to further the education of 4-H'ers and recognize their achievements.

To Extension workers, 4-H is a duty and a satisfaction. They take pride in watching young people grow and develop through 4-H and in the total honor that the program brings to counties, States, and the Nation.

The Cooperative Extension Service emphasizes the fact that it consists of a three-way partnership. Federal, State, and local governments share in the leadership and the funding of Extension work.

The same threesome lead and support 4-H. It also has another three-way partnership consisting of the National 4-H Foundation, the National 4-H Service Committee, and the 4-H program of the Cooperative Extension Service.

And coincidentally, 4-H sponsors three major events each year. One is the National 4-H Conference in Washington, D.C., another is the National 4-H Congress in Chicago, and the third is National 4-H Week, observed in all parts of the country.

Goals of all of these threesomes are to help American youth develop their full potential. In that process, 4-H brings honor to all who are properly involved in it.

—Walter John and Sue Benedetti